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AUTHOR Carlson, Jon; Kjos, Diane
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ABSTRACT

This paper presents a way to integrate counseling videos into the counseling curriculum and suggests options for continuing education for practicing counselors. Through the use of videotapes, students learn about counseling theory by watching theorists in action and hearing about the theory first hand. Directed study questions, resources for further study, and links to Web pages, all help students gain further knowledge about the theory they are studying. The first series of videos, "Psychotherapy with the Experts," brings together an audience of graduate students and practitioners to meet the expert, view an opening interview, watch a video of the counseling session, and share in a discussion of the theory. The second series of videos, "Family Therapy with the Experts," features 13 family therapists and a number of families considered representative of our society, following the same format as the first series. A study guide accompanies with each video and includes a brief biography of the "expert", a complete transcript of the therapy session, a list of resources for further study, and a 15 question, multiple choice test for continuing education credits. These videos can be used to form the basis for research of use and effectiveness of videos in teaching theory and skills. (JDM)

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USING VIDEO TO LINK COUNSELING THEORY AND PRACTICE

Jon Carlson, Psy.D., Ed.D. and Diane Kjos, Ph.D.

Jon Carlson, and Diane Kjos are both professors of Psychology and Counseling at Governors State University. Jon is a fellow of the American Psychological Association, a Diplomate in Family Psychology of the American Board of Professional Psychology. He has authored 25 books, and over 100 professional articles. He served as editor of *Individual Psychology: The Journal of Adlerian Theory, Research, and Practice* and is currently editor of *The Family Journal: Counseling and Therapy for Couples and Families*. Diane Kjos is a member of the board of the National Career Development Association, and has authored several professional articles. Diane and Jon are of the producers of three counseling video series.

Introduction

The use of video can 1) stimulate class discussion; 2) demonstrate counseling skills in action; and 3) teach specific strategies and interventions. This presentation will present ways to integrate counseling videos into the counseling curriculum and suggest options for continuing education for practicing counselors. When linked to the Internet, videos can provide a valuable learning tool for distance learners, as well.

Through the use of video, students learn about counseling theory by watching theorists in action and hearing about the theory first hand. Directed study questions, resources for further study and links to web pages all help students gain further knowledge about the theory they are studying.

Students in beginning, intermediate, and advanced skills classes can observe experts using counseling skills ranging from simple paraphrasing to immediacy or confrontation and can see how the client reacts to the counselor's interventions. Or, they can watch a demonstration of role playing, scaling, or using "the exception" to help clients move forward.

History

We have co-taught a course in counseling theory for several years. During that time, we sought out various video tapes to help us teach about theories. However, many of the tapes available were of "actor" clients and, while demonstrating specific interventions, often appeared to be false or disjointed. Others were poorly produced, with poor picture and/ or sound quality. So, we begin looking for a way to do our own.

In 1995, under a contract with Allyn & Bacon, we begin to produce the first series of 12 video, Psychotherapy with the Experts (Carlson & Kjos, 1998). We invited recognized professionals to serve as our guest "experts." And, we recruited four clients—a white female, a black female, an Hispanic male, and a white male—to serve as our clients. Depending on client availability, the experts met with two to four of the clients, producing a total of 36 counseling session tapes. For each expert, we selected the tape that we thought best portrayed the featured approach to therapy.

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We then brought together an audience of graduate students and practitioners to meet the expert, view an opening interview, watch a video of the counseling session and share in a discussion of the theory. The opening interview was based on topics about the theory that included multicultural issues, application with different types of clients, adaptations in the approach for differing client needs, application for group or family counseling, and research concerning the theory. After watching the session video, the audience was invited to ask questions concerning the theory and the counseling session. This series was completed in late 1997.

In 1996, under a second contract with Allyn & Bacon, we begin a new series, Family Therapy with the Experts (Carlson & Kjos, 1998). This series features 13 family therapists and used a format similar to that of the first series. A number of families that, we believe, are representative of families in our society, participated in this series. These include intact families, couples, a white mother and son, a black mother and son, and a gay couple.

A "Study Guide" is packaged with each video. The study guide includes a brief biography of the "expert," a complete transcript of the therapy session, a list of resources for further study, and a 15 question, multiple choice test for continuing education credits.

We are currently in the process of developing a third series, Brief Therapy Inside Out (Carlson & Kjos, 1999) under a contract with Zeig & Tucker. This series, which uses a different format, will feature leading brief therapists. For this series, each therapist will work with a different client.

Application

Both class discussion, and student learning are enriched when students are able to view video tapes of interviews with and counseling sessions conducted by experts in counseling theory. We are developing a series of discussion questions to encourage students to look for specific information and to make judgements about what they observe in the sessions and the accompanying interchange. For example, the following questions might be used to stimulate discussion of the first segment of Person-centered Therapy With Natalie Rogers:

1. From what you have learned from the text, what characteristics does Rogers mention about person-centered therapy that are similar to existentialism?

2. Rogers considers person-centered therapy to be democratic. Explain.

3. Why does Rogers feel this theory works in all cultures?

4. What does Rogers feel is the most "powerful thing" for the client in therapy?

5. In your opinion, why might it be hard to teach students to "deeply listen"?

6. Why does Rogers feel that people in addiction recovery benefit from both structure and person-centered therapy?

7. Define the three principles of person-centered therapy as explained in the video:
Empathy:
Congruence:
Unconditional Positive Regard:

8. In what way is expressive art like another language?

9. What are Rogers' general goals in therapy?

A full set of discussion questions for this video and others can be accessed on the Internet at http://www.govst.edu/users/gdkjos/coresource.htm. Students might also be asked to view the video independently and complete the multiple choice test included in the study guide.

A second application is in teaching counseling skills and interventions. Students can view different approaches to building a relationship, using immediacy, questioning, or helping the client develop insight. The brief therapy series includes demonstrations of hypnosis, NLP, EMDR, and the use of fantasy. A sample lesson plan for teaching engagement skills using the videos suggests that the instructor show the first 10 minutes of a counseling session asking students to pay attention to attending behaviors, minimal prompts, open questions, and client focus. This and others are or will be available at the above Internet site.

Suggestions for Further Work

Further work in this area includes the development of on-line courses for distance learners based on a video series, and the production of videos to address other areas such as counseling interventions, working with drug and alcohol addictions, therapy with children, and career counseling.

The videos can also serve as a basis for research of the use and effectiveness of videos in teaching theory and skills. Other areas of research include content analysis of one or more therapeutic interview or in comparing the work of different therapists with the same client. For example, in the first series, the African American female client is seen by James Bugental (Existential), Lenore Walker (Feminist), and Jon Carlson (Adlerian).

Reference List

Carlson, J. & Kjos, D., (1998). *Psychotherapy with the Experts*. [Videos] Needham Heights, MA: Allyn & Bacon. *(Adlerian Therapy with Jon Carlson, Cognitive Behavior Therapy with John Krumboltz, Existential Therapy with James Bugental, Family Systems Therapy with Ken Hardy, Feminist Therapy with Lenore Walker, Integrative Therapy with Alan Ivey, Mind-Body Therapy with Ernie Rossi, Multimodal Therapy with Arnold Lazarus, Object Relations Therapy with Jill Scharff, Person Centered Therapy with Natalie Rogers, Reality Therapy with Robert Wubbolding, Solution Focused Therapy with Insoo Kim Berg.)*

Carlson, J. & Kjos, D., (1998). *Family Therapy with the Experts*. [Videos] Needham Heights, MA: Allyn & Bacon. (*Adlerian Therapy with James Bitter, Behavioral Therapy with Richard Stuart, Bowenian Therapy with Philip Guerin, Culture-sensitive Therapy with Jon Carlson and Mary Arnold, Experiental Therpay with Gus Napier, Feminist Therapy with Cheryl Rampage, Internal Family Systems with Richard Schwartz, Narrative Therapy with Steve Madigan. Object Relations Therapy with Jill and David Scharff, Satir Therapy with Jean McLendon, Solution Oriented with Bill O'Hanlon, Strategic Therapy with James Coyne, Structural Therapy with Harry Aponte,)*